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ABSTRACT

In order for the profession of psychology to guard against racial and ethnic prejudice in the education of future practitioners, it is important to systematically scrutinize training programs to determine if they are biased against minority persons. Such an invesigation was conducted with a sample of graduate students from the California School of Professional Psychology at Berkeley and at Fresno. The quantitative grade point average (GPA), entrance, grade, and dropout data on 74 Berkeley subjects were obtained from school records; comprehensive examination scores were also recorded. The Cross-Cultural Training Experience Questionnaire was completed by 138 Berkeley students, 21 Fresno students, and 11 Berkeley faculty members. Individual interviews were conducted with 20 minority students. Following a review of the historical factors which influenced the evaluative array of measurements used at this institution, it was predicted that significant differences would be found between minority and nonminority students on pre-admission GPA data; graduate school grades; scores on an objective, multiple-choice comprehensive examination; and incidence of academic failure and withdrawal. While results generally supported these hypotheses, academic differences between groups were often not as great as expected. It was further predicted and confirmed that monocultural bias would be recognized as a serious issue by many students and would be intensely experienced by minority students. These findings suggest that racial and ethnic bias remains a serious problem in the education of future psychologists. A six-page list of references is included. The appendices consists of: (1) the Student Evaluation Form used at the Berkeley campus; (2) the Cross-Cultural Training Experience Questionnaire; and (3) the interview questions used in this study with minority students at Berkeley. (NB)

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The Academic Evaluation of Minority Graduate Students in Psychology: Problems and Challenges

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Running Head: ACADEMIC EVALUATION OF MINORITY STUDENTS

Abstract

The profession of psychology must guard against racial and ethnic prejudice in the education of future practitioners. It is important, therefore, to systematically scrutinize training programs to determine if they are biased against minority persons. This was done in the current study, using a sample of graduate students from the California School of Professional Psychology. Following a review of the historical factors which influenced the evaluative array of measurements used at this institution, it was predicted that significant differences would be found between minority and nonminority students on pre-admission GPA data, graduate school grades, scores on an objective, multiple-choice comprehensive examination, and incidence of academic failure and withdrawal. While results generally supported these hypotheses, academic differences between groups were often not as great as expected. It was further predicted and confirmed that monocultural bias would be recognized as a serious issue by many students and would be intensely experienced by minority students. Suggestions for the remediation of these problems are presented and discussed.

The Academic Evaluation of Minority Graduate Students in Psychology: Problems and Challenges

The development of an evaluative system which accurately assesses the academic and clinical achievement levels of graduate students in psychology is an extremely difficult task. Indeed, the Summary Report of the APA Task Force on the Evaluation of Education, Training and Service in Psychology (1982) states:

> The problems involved in evaluating education and training are exceedingly complex. It is difficult even to specify the goals of education and training. To specify the particular skills and outlook congruent with those goals is of an order of magnitude yet more difficult. The value of education and training may be demonstrable for some forms of practice but not for others. In order to establish criteria for performance, realism may have to occasionally be sacrificed. In other cases the only solution may be to extrapolate substantially from what can actually be studied. The task of evaluating educational and training requirements will strain our capacities for synthesis of data and information. (p. 4)

Further, the Summary Report cautions that everything cannot be done at once:

> The task of evaluating educational and training activities is too vast to be accomplished by a frontal attack. The task will have to be broken down into relatively small subtasks and decisions made as to which to undertake first. Those decisions will almost certainly reflect a number of diverse factors ranging from strategic to methodological and practical concerns. Obviously the most important questions should be addressed first, but neither the methodological insights nor the funding needed may be available. We need to discover the points at which significant leverage on the task can realistically be obtained and begin there. It is critical, however, that a systematic and comprehensive program of research be developed that avoids the risks of triviality and opportunism. (pp. 3-4)

These formidable difficulties are especially problematic when educators are required to evaluate the professional skills and accomplishments of minority students who come from diverse ethnic, racial, and linguistic backgrounds. Because it is now well established that many clients need therapists of similar cultural and racial origins if they are to benefit from psychotherapeutic services, there is increasing pressure to graduate large numbers of minority psychologists (Atkinson, Maruyama & Matsui, 1978; Gomez, Ruiz & Rumbaut, 1985; Ridley, 1984; Sue & Sue, 1977; Uba, 1982). At the same time, the commonly used measures of academic and clinical knowledge of psychology suffer from monocultural biases (Guthrie, 1967). Many psychologists have, therefore, called for significant changes in the assessment of competence in professional psychology. Hirschberg and Itkin (1978), for example, have suggested that a broadened multimethod evaluation system be developed, and Peterson and Bry (1980) believe that factors such as empathy, clinical experience, and client satisfaction ratings should also be used in the evaluation of students' professional skills.

A clear illustration of psychology's worldwide monocultural orientation has been given by Russell (1984) and Baldauf (1986) who show the nearly exclusive dominance of English as the universal language in psychological literature. These authors argued that psychologists need to encourage the participation of a wider range of non-English speaking professionals in psychological

research and practice if psychology is to build a more generalizable science. Thus, the use of other languages (e.g. Spanish in California or French in Canada) to accurately assess the professional abilities of those minority students who intend to practice in non-English speaking communities is now appropriate. Obviously, the possibility exists of "differential outcome" on licensure and comprehensive examinations that are dependent on the use of specific languages. If such measurements are not recognized as prejudicial and corrected, their use will lead to the systematic exclusion of otherwise well qualified minority persons from the profession of psychology. The resulting skewed population of providers will not be qualified to deliver crucial psychosocial services to large numbers of minority persons.

A New Setting and Model for the Training of Psychologists

The California School of Professional Psychology (CSPP), the first and largest freestanding institution of its kind in the United States, was founded in the 1960s—a period when concerns about racial and ethnic equality were being articulated. The civil rights movement encouraged the development of a heightened sense of ethnic pride, and persons from diverse cultural and racial groups sought greater educational, economic, and political advancement. At the same time, admissions committees for clinical psychology programs were being deluged with so many applications

that the ratio of applicants to acceptances might range as high as 100:1 in many prestigious programs (Dawes, 1971). Further, even though the community mental health movement was well underway, there was a shortage of practice-oriented psychologists able to function effectively in multicultural and multiracial settings (Caplan & Caplan, 1967; Weston, 1975). In this context, CSPP, as a new, alternative graduate training institution of professional psychology, actively sought greater diversity in its student body and encouraged Blacks, Hispanics, Asians, older professionals, women, and those with same-sex preference to enroll in its practice-oriented programs. Also, citing many of the same criticisms which Frank (1984) has given in his recent assessment of the Boulder Model's educational rationale, CSPP's early administrators and faculty argued that a more clinically oriented training program would enable students to achieve higher standards of professional competence than would be possible at institutions where research consumption and productivity were primarily valued and reinforced (Dorken & Cummings, 1977; Fox, Barclay, & Rogers, 1982; Stern, 1984).

Given this historical perspective, it is not difficult to understand why CSPP began to experiment with alternative ways of admitting students to its training program. The GRE, for example, was not used as an entrance requirement. This was done, in part, because of the lack of empirical evidence supporting the GRE's criterion-related validity, i.e. its inability to predict success

either in graduate school or in later professional practice (Ingram, 1983). Further, it was well known that on such standardized tests minority persons generally achieved low scores (Temp, 1971; Cleary, 1968). Thus, CSPP was among those who championed the belief that factors other than quantitative test and GPA scores were important predictors of future professional competence. Admissions decisions, therefore, were not based on regression equations such as the one given by Ingram and Zurawski (1981) which was used for a time at the University of Kansas:

> 1.5 (GPA) + .006 (GRE Verbal) + .006 (GRE Quantitative) + .0045 (GRE Advanced) - 9.355.

CSPP, instead, adopted a much more qualitative admissions approach, relying heavily on descriptive biographical essays and personal interviews. Interestingly, recent research by Neird and Gildea (1984) has shown that interview ratings, particularly those relevant to clinical potential, were very helpful to the admissions committee of St. John's University in its final acceptance deliberations. Because of CSPP's pioneering efforts to utilize such information in its admissions process, it is now in a position to study the relationship of these idiographic entrance variables to both graduate school success and later professional performance (Tori, 1984; Armstrong, Dienst, & Tori, 1985).

In like manner, CSPP did not utilize the traditional academic "letter" grading system to evaluate student course and field work. For those in the professional community with only a superficial

knowledge of CSPP, it is not difficult to imagine their dismay upon learning that there were no "grades" at this new graduate school. Neither minimal GRE scores nor grades; what was happening to professional standards at this institution?

The CSPP faculty, however, did not abandon its responsibility to carefully and consistently assess student competency. Indeed, extensive course and field placement evaluation procedures were developed (see Appendix A) that employed both a quantitative and a narrative format. This allowed a more detailed assessment of student progress than would be possible using a simple unitary letter grade—another example of the tendency at CSPP to do things differently than was usual in the traditional training programs. Perhaps the founders of CSPP, like many other innovative educators, were changing traditional academic conventions in order to build a separate and distinct identity.

The Accreditation Period: Reevaluation and Increased Conservatism

Much like living organisms, educational institutions must evolve and adapt as they confront a dynamic and changing environment. This process is very critical during early stages of development when growth is rapid and the lack of appropriate adjustment could do serous harm to a fragile new organization. But, as Heraclitus long ago predicted, change is inevitable.

CSPP, with its strong commitment to remain educationally relevant by being sensitive to community needs, began to show

substantial change. Social and political unrest was diminishing, the APA was discouraging the use of inadequately tested therapeutic methods, and CSPP felt a need to become fully accredited.

A clear example of a necessary change, which unfortunately had a negative impact on CSPP's minority enrollment, was the constantly increasing student costs (1970 tuition, $1800.00; 1986 tuition, $8518.00). This problem of limited financial resources is what Fox, Kovacs, and Graham (1985) cited as their principal reason for rejecting the freestanding professional school as an appropriate vehicle for the delivery of an education in psychology.

But tuition increases became unavoidable as it grew obvious that the education of professional psychologists could not be managed by a volunteer faculty; further, an administrative infrastructure had to be developed and library and plant improvements made. Because tuition continued to increase, the type of student who could afford to attend CSPP became wealthier and, by definition, more Caucasian. This dilemma exemplifies the hard decisions that faced administrators and faculty as they tried to balance the need for a viable, fiscally secure institution against the risk of losing, or significantly compromising, CSPP's original educational purpose. A difficult calculus, to say the least!

Not only was minority student recruitment adversely affected

by financial changes during CSPP's accreditation period (1977, WASC; 1984, APA), but once minority students arrived they were confronted with a curriculum that was rapidly becoming more traditional. Greater emphasis was being placed on the quantitative and scientific aspects of professional education. This occurred, in part, because the APA, after a long debate, was coming to grips with the professional school movement, and explicit standards for training in professional schools were being articulated (e.g., APA, 1979; Watson, Caddy, Johnson, & Rimm, 1981). These guidelines stressed the need for rigorous and demanding programs with suitable scholarly orientation and a strong commitment to professional excellence. CSPP, therefore, increased coursework in Statistics, Research Design, and Foundations of Psychological Science. The use of objective tests to evaluate student performance also became common. Dissertations were more quantitative in nature, and members of the CSPP community were encouraged to submit papers for publication and for presentation at scientific meetings. All of these changes adversely affected minority students. While achievement differences between minority and white students have been narrowing (Jones, 1984), minority students generally do not have highly impressive pre-admission credentials (Astin, 1982; Powers, 1984). Therefore, it would be expected that CSPP's minority students would have higher dropout rates and lower course

evaluation ratings than nonminority students.

Finally, each of the CSPP campuses introduced a comprehensive examination into its array of student evaluative measures. This decision was reached after long, and at times divisive, faculty discussions. Some, for example, feared that the comprehensive examination would further undermine CSPP's founding philosophy. Would CSPP eventually utilize purely quantitative regression equations to admit students to doctoral candidacy? Was the school losing its creative, innovative edge?

CSPP was not alone in experiencing significant difficulties in attempting to establish a fair and valid comprehensive examination. Khanna and Khanna's (1972) words of more than ten years ago hold meaning today:

> Graduate programs within the United States have always been marked by periods of stress experienced by the students. The comprehensive examination has been a major contributor toward this stress. For some time it has been the center of a controversy marked by strong ambivalent attitudes toward it. (p. 761)

Surprisingly, in their survey of major graduate training programs in the United States, these authors found that 26 of 92 respondents had no such examinations and, in Canada, 12 of the 14 respondents also stated that they had no formal comprehensive examination. At least one author (Eisenberg, 1965), has facetiously suggested that peer ratings be substituted for the doctoral comprehensive examination given the high correlations he had obtained between these ratings and various measures of

graduate school success.

Again, the effect of the comprehensive examination on minority student retention is predictable, especially if the test format is multiple choice. Frederiken (1984) has shown that these tests have many general problems.

Shea and Fullilove (1985) have the following to say about the standardized, multiple-choice Medical College Admissions Test: "Throughout the period from 1977 to 1983, the MCAT scores of Blacks were approximately 1.5 standard deviations below those of nonminority students." (p. 937) Thus, it is predicted that the achievements of minority students, as measured by a multiple choice comprehensive examination, will be significantly lower than those of nonminority students.

The Search for Answers

There are no easy or obvious solutions to the problems of pervasive monocultural bias in psychology. For this reason, the task of developing culturally fair, accurate, and comprehensive measures of the academic knowledge of the diverse population of psychology graduate students in the United States remains onerous.

It is first suggested that these problems be examined and discussed by the professional community in an open and balanced manner. Often, articles in major professional journals like the American Psychologist seem to be rather one-sided. This is exemplified by Hargadon's (1981) claim that tests such as the SAT (Scholastic Aptitude Test) are not barriers to higher education

for persons of different ethnic or economic groups and Kaplan's (1982) defence of the Educational Testing Service (ETS). While all sides of this debate need to be heard, equal attention should be given to those who, like Ridley (1985), have long argued that psychology, as a profession, must recognize the importance of racial, ethnic, and cultural factors in human interactions and prepare its members to practice with clientele from culturally and racially diverse populations. Therefore, the study of cross-cultural psychology should be a part of all professional training programs.

Second, it is suggested that Ridley's (1985) specific recommendations for the development of a multicultural training philosopy be followed. Additionally, all graduate students should be required to master one or two foreign languages and be encouraged to travel to foreign countries. Such linguistic training and travel experience would surely broaden the perspective of a professional psychologist.

Third, many minority students will need significant financial assistance and tutorial and other academic enrichment programs if they are to successfully obtain their doctoral degrees. Those academic institutions that recruit minorities must be prepared to provide these services in a formal and well-organized manner.

Fourth, all educational measures utilized in graduate programs must be carefully validated (Cole, 1981; Cronbach, 1980).

If test bias is found it must be corrected, and careful statistical analyses of evaluative measures should be undertaken; these should include factor analytic studies, the search for items by ethnic/racial group interactions, and expert analyses of tests for cultural relevance or possible bias. Perhaps graduate measures of academic knowledge should be adjusted for racial, ethnic, SES, and linguistic factors using standard multiple regression methods as has been done for many other standardized measures?

A fifth suggestion involves both the use of translators to help students interpret test items and the preparation of tests in languages other than English. If the goal of student testing is to evaluate the academic and clinical knowledge of students freed from cultural and linguistic restrictions, allowing students to express themselves in their first language, or the language they will use in their professional practice, seems reasonable.

Finally, the adoption of a system similar to Hirschberg and Itkin's (1978) "multiple hurdles model" for graduate school selection is recommended. Rather than relying on single scores, an array of values derived from multimethod evaluations should be used to assess graduate students' knowledge of psychology.

Summary and Hypotheses

Because California is becoming a state with a large minority population, The California School of Professional Psychology has been active in the recruitment and training of minority psychologists. It is important that those who are responsible for graduate psychology recognize and adjust to the fact that minority persons in the United States, given their diverse cultural and linguistic backgrounds, will often experience significant academic problems. CSPP's awareness of this problem and its efforts to creatively address difficulties in the education and academic evaluation of minority students is examined in the present paper.

Based on evidence which indicates that psychology has a predominantly monocultural orientation, and because of unresolved test bias problems, it is predicted that:

1. Academic achievement scores of minority students will be significantly lower than those of native-born Caucasian students. Such differences are most likely to occur on an objective, multiple-choice comprehensive examination.

2. Overall dropout rates for minority students will be higher than their acceptance rates. Further, the dropout rates of minority students will be higher than those of their nonminority peers.

3. CSPP students will rate their curriculum as lacking adequate cross-cultural and racial sensitivity and relevance.

4. Minority students will experience racial-ethnic tensions in a variety of ways, including occasional strained interpersonal relations with students from different racial or ethnic groups and faculty insensitivity to cultural issues.

Method

Subjects

Samples were drawn from the CSPP-Berkeley and Fresno campuses. At Berkeley, there are 236 full-time students of whom 157 are women, 4 are Black, 6 are Asian, and 15 are of Hispanic origin. CSPP-Fresno has 127 full-time students with 8 minority persons and 52 women. The average age of all subjects was 31.4 years. Quantitative GPA, grade, entrance ratings, and comprehensive examination data were obtained from 74 CSPP-Berkeley students who were applying for doctoral candidacy status in July of 1985. There were 11 minority students in this sample (1 Black, 7 Hispanics and 3 Asians). All full-time students at the Berkeley campus were invited to respond to the Cross-Cultural Training Questionnaire, and 138 (58%) did so. At Fresno, 21 questionnaires were distributed in two humanities classes and all were returned. Dropout subjects were those persons who had withdrawn from CSPP-Berkeley between September, 1981, and April, 1986, without receiving any academic degree.

Dependent Variable

GPA. These data, found in Admissions Committee records, included cumulative undergraduate grade point averages based on

the traditional 4-point scale (A = 4 and so on) as well as each student's individual grade in statistics, abnormal, introductory, and experimental psychology classes. A cumulative undergraduate psychology GPA was also calculated.

Entrance Essay and Interview Ratings. An important part of CSPP's admission process is the autobiographical essay and the personal interview. These are rated by a faculty member and a student using a five point scale with 1 = undesirable and 5 = very strong. The correlations between faculty and student ratings of (a) the autobiographical essays were $r(72) = .46$, $p < .001$ and (b) for the interview, $r(72) = .67$, $p < .001$.

Grades. Course evaluation forms (Appendix A) were reviewed, and the numerical scores (4 = outstanding performance, 1 = unacceptable performance) for the first question on the evaluation form, "Demonstrates understanding of material presented," were recorded for students in the following CSPP-Berkeley classes: Applied Research, Foundations of Psychological Sciences, Clinical and Social Psychology, and Psychodiagnostic Assessment.

Comprehensive Examination Scores. Prior to being admitted to doctoral candidacy, CSPP-Berkeley students are required to take an objective, multiple-choice comprehensive examination which is divided into five areas: (a) Statistics and Research Design, 40 items; (b) Psychodiagnostic Assessment, 40 items; (c) Ethics and Law, 40 items; (d) General Psychology, 50 items; (e)

Interventions, 50 items. The number of correctly answered items for each subtest, as well as a total number correct, comprised the variable.

Dropout Data. Race and ethnic status of those persons who had left CSPP-Berkeley without being awarded any academic degree between September, 1981, and April, 1986, were recorded. For the most part, these students had serious academic problems or had found the institution unsuitable for their educational needs.

Cross-C..cural Training Experience Questionnaire. This instrument, which is given in Appendix B, was developed by the authors to quantitatively measure opinions regarding the importance of cross-cultural issues in professional practice and the way these factors were being addressed in the CSPP curriculum. Further, information was obtained concerning language skills and respondents' experiences working with and relating to persons of different races and ethnic backgrounds. The questionnaire ended with an invitation to provide written suggestions to improve or broaden the multicultural training provided at CSPP.

Individual Interviews. Finally, minority students were interviewed to obtain phenomenological information regarding their experience of possible racial-ethnic tensions or biases at CSPP. The interview was based on the questions given in Appendix C, but care was taken not to unduly constrain the spontaneous expression of personal feelings and opinions.

Procedure

The quantitative GPA, entrance, grade, and dropout data were archival in nature and were obtained from records of the Admission's Committee and the Registrar. Because comprehensive examination scores are routinely entered on computer tape for statistical analyses, a data set of the above was formed and used in the present study.

The Cross-Cultural Training Experience Questionnaires were placed in student mailboxes at CSPP-Berkeley. At CSPP-Fresno, however, a Black instructor distributed the questionnaires to the students in two of his humanities classes, and students returned the questionnaires to him. Eleven core faculty members at CSPP-Berkeley were asked by the first author to complete the questionnaire, and all did so.

Finally, the second author invited minority students to spend an hour with him discussing personal experiences of racial or ethnic bias on the Berkeley campus. A semi-structured format was followed and, when the subjects permitted, the interviews were tape-recorded.

Results

Quantitative Variables

It was first hypothesized that significant differences would be found between minority and nonminority students on preadmission GPAs, CSPP grades, and on the objective multiple-choice

comprehensive examination.

With respect to preadmission grades, inspection of the data in Table 1 shows that a significant difference between the two groups of students was present only for the cumulative undergraduate psychology GPA variable. Once the minority students arrived at CSPP, they achieved significantly lower grades than their nonminority peers in the Foundations of Psychological Sciences course. While not statistically significant, several of the remaining variables in Table 1 were in the predicted direction; i.e., nonminority students having higher grades than minority students. It is interesting to note, however, that the overall cumulative undergraduate GPA of the minority students was slightly higher than that of the nonminority students, and in a very important clinical course at CSPP, Psychodiagnostic Assessment, the difference between minority and nonminority students approached significance ($p < .10$), with the grades of the minority group being higher than those of the nonminority group.

As predicted, differences between the two groups were most evident on the objective multiple choice comprehensive examination. The means of the minority students, given in Table 2, were lower than those of Caucasian students on every subtest and reached statistical significance for the Ethics/Law and the General Psychology subtests. The "Total correct" means for the two groups were also significantly different.

Table 1

Differences Between Minority and Nonminority Students on Preadmission GPAs and CSPP Grades

	Groups				
	Minority (n = 11)		Nonminority (n = 63)		
Variables	M	SD	M	SD	t
Preadmission GPA					
Cumulative Undergraduate	3.23	.42	3.21	.35	0.12
Cumulative Psychology	3.07	.81	3.36	.42	-1.77*
Introductory	3.13	.83	3.32	.71	-0.64
Abnormal	3.38	.68	3.49	.59	-0.47
Statistics	3.20	.79	3.21	.75	-0.02
Experimental	3.30	.72	3.49	.51	-0.76
CSPP Grades					
Applied Research	3.07	.57	3.26	.53	-1.00
Foundations of Psychological Sciences	2.80	.36	3.03	.13	-3.18***
Clinical and Social Psychology	3.23	.46	3.37	.44	-0.78
Psychodiagnostic Assessment	3.41	.49	3.20	.49	1.28

*$p < .05$, one-tailed test. ***$p < .001$, one-tailed test.

Table 2

Comprehensive Examination Scores for the Two Groups

	Groups				
	Minority (n = 11)		Non-Minority (n = 63)		
Subtests	M	SD	M	SD	t
Applied Research and Statistics	24.45	5.09	26.15	4.90	-1.02
Psychodiagnostic Assessment	29.36	4.72	30.97	3.68	-1.26
Ethics and Law	28.09	3.08	29.87	2.83	-1.88*
General Psychology	30.18	3.87	33.56	4.80	-2.19*
Intervention	34.64	4.99	35.56	4.08	-0.66
Total	146.72	17.57	156.80	16.66	-1.92*

*$p < .05$, one-tailed test.

There were no significant group differences among the entrance essay and interview ratings presented in Table 3. It is notable that the minority group means were higher than those of the nonminority group on three of the four variables studied.

Table 3

Group Differences on Entrance Essay and Interview Ratings

	Groups				
	Minority (n = 11)		Non-Minority (n = 63)		
Variables	M	SD	M	SD	t
Essay					
Faculty	4.36	1.00	3.94	1.01	1.24
Student	3.95	1.46	3.66	0.94	0.77
Interview					
Faculty	3.55	0.96	3.93	1.03	-1.16
Student	4.00	0.82	3.80	0.92	0.65

Our second hypothesis was based on the expectation that the drop-out rates of minority students would be significantly higher than their acceptance rates. This hypothesis was tested by reviewing the records of all students who had left CSPP-Berkeley between January, 1981, and April, 1986, without being awarded an

academic degree. There were 67 persons who fulfilled this criterion of whom 9 were Black (13%), 3 were Hispanic (4.5%) and 2 were Asian (3%). This finding was not due to chance, X^2 (3, N = 67) = 16.5, $p < .001$. The 13% dropout rate for Black students was much higher than their 3% acceptance rate ($Z = 33.33$, $p < .001$). Dropout rates for Hispanic and Asian students, however, were not nigher than predicted based on their acceptance rates.

Questionnaire Data

First, the responses of the Cross-Cultural Training Questionnaire were factor analyzed in order to group items in a meaningful way. Eight factors were obtained, accounting for 69% of the instrument's variance, and Table 4 contains item means and standard deviations for all subjects (n = 157). The questionnaire is presented in its entirety in Appendix B. Subjects used a 7-point Likert scale to respond to all questions (except 17), and higher values indicate greater agreement with the given statement. For example, in Table 4, the first factor is composed of seven items, and in response to item 5, subjects reported that they received little accurate and scholarly information concerning "factual differences between cultures." (1 = None, 7 = Very Much, M = 2.79).

As hypothesized, it was not felt that psychology was being taught from a multicultural perspective; at the same time, the importance of cross-cultural issues in professional practice were clearly recognized (Factor IV).

Table 4

Cross-Cultural Training Questionnaire: Means and Standard Deviations for all Subjects (n = 157)

Factors/Items(I)		M	SD
I.	The Teaching of Psychology from a Multicultural Perspective		
I.5	Knowledge of factual differences between cultures	2.79	1.37
I.6	Behavior examined from a multicultural perspective	2.76	1.38
I.7	Techniques useful in other cultures	2.31	1.43
I.10	General monocultural bias in teaching Psychology	5.72	1.10
I.11	Specific monocultural bias at CSPP	5.28	1.43
I.12	Ethnic minority studies are a fringe interest	5.00	1.83
I.13	Degree of overall multicultural training philosophy	2.64	1.55

II.	Perceived Adequacy in Treating Hispanics and Asians		
	I.18a Hispanics who speak English well	5.09	1.46
	I.18b Hispanics who speak English poorly	3.45	1.69
	I.18e Asian-Americans	4.68	1.49
	I.18f Foreign-born Asians with poor English	3.19	1.59
	I.18g American Indians	3.99	1.74
	I.18i Polynesians	3.59	1.64
III.	Perceived Adequacy in Treating Blacks and Caucasians		
	I.18c Black persons high SES	5.47	1.34
	I.18d Black persons low SES	4.65	1.64
	I.18j Poor Caucasian Americans	5.19	1.36
	I.18k Wealthy Caucasian Americans	5.62	1.28
IV.	Racial/Ethnic Factors in Professional Practice		
	I.1 Cultural differences in interpersonal reactions	5.58	1.18
	I.2 Cultural influences in assessment of psychopathology	5.78	0.91
	I.3 Cultural influences on therapeutic alliance	5.62	1.14
	I.4 Ethnic/racial influences in psychotherapeutic outcome	4.98	1.41
V.	Gender and Sexual Preference Biases		
	I.19 Degree of gender bias at CSPP	3.90	1.83
	I.20 Sexual preference bias	4.24	1.91

VI.	Experience Providing Service to Other Ethnic/Racial Groups		
	I.14 Provided service to other ethnic/cultural groups	5.10	1.68
	I.15 Provided service to other racial groups	5.05	1.69
VII.	Multicultural Conditioning and Language Skills		
	I.16 Degree of multicultural conditioning	3.58	1.85
	I.17 Number of foreign languages spoken	0.65	0.89
	I.21 Are there culturally free psychological variables?	4.37	1.63

Note. Items (except 17) were answered using a 7-point Likert scale with higher values indicating greater agreement with a given statement.

All subjects had provided psychological services to persons of ethnic and racial origins different from their own. It was felt that persons of high SES, regardless of race, would be most easily treated (Factor III). Subjects further indicated they were least competent to provide services for foreign-born Asian persons and, surprisingly, only 2% of the sample (n = 3) possessed a working knowledge of either Chinese or Filipino dialects. No other Asian languages were spoken by respondents. The Caucasian sample felt "somewhat" prepared to treat Hispanic persons with moderate English skills ((M = 3.29), while the minority sample's response to this item was significantly higher (M = 4.06).

When asked which groups were most frequently stereotyped at CSPP, 56% of the subjects gave no response to this question. Of those who did answer, most indicated that Black persons, followed by Hispanics, homosexuals, and women, respectively, were not fairly dealt with.

Regarding linguistic skills, 52% reported that they did not speak any foreign language "reasonably well." As expected, Spanish was the most frequently spoken foreign language (21%).

The most common suggestion given to improve the multicultural training provided at CSPP was to increase the number of minority faculty and students. Next, it was felt that specific classes, colloquia, workshops, and so on addressing cross-cultural issues should be included in the curriculum.

Many subjects stated that there were "universal" or "culture free" psychological variables. The most frequently mentioned were: the need for family and interpersonal relationships, severe mental illness, and human emotions, especially those of love and anger.

The statistical contrast of the samples from Berkeley and Fresno on questionnaire items showed those from Fresno as much less critical of monocultural bias in their campus curriculum and psychology in general. Further, the Fresno students perceived themselves as more prepared to treat ethnic minorities than did the Berkeley students.

Results of *t*-test analyses between minority and Caucasian

subjects on these variables quite predictably revealed a more captious assessment of the degree of ethnic and racial biases at CSPP by the minority subjects. This group was also more linguistically skilled and multicultural than were Caucasians.

Interviews

The remarks given below, taken from interviews with twenty minority students, reflect the students' impressions that ethnic-racial tensions, with accompanying feelings of alienation and isolation, do exist at CSPP-Berkeley.

> Subject 1: I feel out of place; I do not belong here. People have their heads in the clouds. They are not dealing with issues of poverty, injustice, racism, sexism. No, they are only thinking of doing therapy with rich white folks. This is a snobby school.
>
> Subject 2: I have not found students mixing with the different races. There is only a curiosity about who I am, but nothing beyond that.
>
> Subject 12: I don't feel like I fit in. They treat me like an outsider.
>
> Subject 16: Most people are white and come from upper and middle classes. I feel very alienated. I have been thinking of quitting the program because CSPP is so hard . . . so hard.

Several students stated that, in order to successfully complete the doctoral program, they needed to lose their ethnic identity and become "white."

> Subject 20: You have to be, act, and talk like a white person and deny your identity in order to make it through the program.

Subject 4: I have been forced to be more adaptive . . . it was like this vacuum was sucking me up. People wanted me to strip my identity in order to remain here. However, if I retained my identity and I did not go along, then I would be forced to leave.

Concern was expressed about the lack of cross-cultural courses and problems of stereotyping by many professors:

Subject 10: Lectures have prejudice and suffer from gross stereotyping problems, especially when ethnic persons are classified or diagnosed.

Subject 8: More than a few times I have been in classes in which I have felt that the faculty were prejudiced. There is also a lot of racism in the administration.

Subject 11: There is a lot of racism . . . they do not accept their racism and you never get at really working with the issue of their bias . . . that becomes a block.

Abundant paranoid feelings were found.

Subject 12: Minority students usually get discounted. There is a show that may imply action, but this is only for, I assume, legal purposes which appear in documents and letters but in reality nothing is done to protect the welfare of the minority students. . . . when individuals in power are confronted, they make promises that they do not keep and sometimes they even make statements they later deny. I have also noticed, in comparing similar cases of a minority and a non-minority, that the situation is handled entirely differently by the faculty/administration if a minority student is involved.

Subject 2: I do not trust everyone, there is double talk. I deal with them with caution.

Subject 5: You have to protect your backside and do not trust anybody. That is the name of the game here.

Subject 6: I really try to stay away from the administration as much as possible because I do not believe anything that they have said so far.

Subject 14: I have learned to distrust and it is contrary to my nature because I have always been an open person. I hope

that after graduation, I will become open once again and I will be able to trust people again. If you are the way you are, people here will use the information against you.

Linguistic prejudice was reported.

Subject 19: I think there is a bias when we talk in our own languages . . . however, when other persons use French or German or have a British accent, people get intrigued by that and they find it interesting . . . They find it exotic. They never criticize this because French is a romantic language, and English is a noble language. But when we speak our language it is as if we do not have a culture. It is a problem if we speak and talk in our own dialect and they do not recognize this as their own racism.

Subject 5: In one of my classes a student was singled out by the instructor because he had an accent. I think that was hostile.

Subject 15: If people as therapists are not willing to tolerate people's languages, would they be able to work with different clients and also with persons of color?

The comprehensive examination was a source of anxiety and ethnic-racial conflict.

Subject 3: Whites have an advantage of doing better because of better education from first grade on. There should be more emphasis on personal clinical experience.

Subject 14: People say to me, I do not understand why you work so hard, you must have a neurotic complex. Give me a break! It is either this or live in a tent!

Subject 19: No test accurately measures intelligence . . . the test weeds out students only. The test does not reflect the student's needs . . . it is biased against people of color because of language . . . our linguistic style is different. There is also more pressure on minority students . . . people of color have many other pressures operating outside the school. Some have families, some have jobs, they have other demands on their time . . . they do not have the opportunity for another to pay for them to go to college, to pay $8,000 a year in order to go to CSPP. There is a pressure for Black students and other people of color to want to perform well because they represent their group here . . . they have the pressure to be an example . . . a pressure that

white students do not have.

> Subject 7: The comps are biased, the test tells how well you can guess . . . the way they work the test is not clear and it's unfair. Minorities do poorly because of more stress and work. Ethnic minority students drop out a lot . . . few pass.

Minority students were adversely affected by the high dropout rate of their peers. Many reported feelings of anger, sadness, and depression, and all believed that CSPP-Berkeley was not doing enough to keep the minority students who had been accepted for graduate study.

> Subject 4: I really got very depressed . . . I withdrew. I became tired, cried, and felt isolated. All the things that I was feeling I was working through with the people in the minority group. We shared experiences. Then, all of a sudden, one week one person was gone. And as the semester continued, everyone was leaving. I was scared and saying, "Well, who is next? Me?"

> Subject 18: Most white students who come here do not have to worry about politics; they do not have to worry about flunking out as much as do the minority student.

When asked about possible solutions to these many problems, the following responses were given which exemplify the thinking of those interviewed.

> Subject 13: In order to develop solutions to minority issues, the commitment has to start from the top, that means the provost!

> Subject 15: I do not see the school doing anything to solve these problems, everything has been just talk! just bull.

> Subject 4: As long as there are no minority faculty at CSPP, they are pushing us around. The school has been promising to hire minority core faculty members for two years, and it has not happened!

> Subject 9: The administration must look at is own bias and

> insensitivity to our issues. Given they are all white and very bourgeois, this will be difficult.

The foregoing excerpts highlight the approximately twenty hours of interview data. Readers who are interested in obtaining in-depth information regarding these interviews should contact the second author.

Discussion

The current findings suggest that racial and ethnic bias remain a serious problem in the education of future psychologists. This was clearly evidenced by the alarmingly high dropout rate of Black students and the relatively low achievement level of minorities on an objective, multiple-choice comprehensive examination. Further, the undergraduate psychology GPA values of minority students were found to be below those of the nonminority sample. Among all subjects, it was widely believed that professional training programs lacked a multicultural perspective, and minority students frequently experienced significant racial and ethnic tensions. Unfortunately, a metaphoric need to become "white" in order to successfully complete a doctoral curriculum in psychology was reported by many minority persons.

We believe these results should be interpreted following the Principles of the APA Code of Ethics which first require that research findings be presented in a manner that minimizes the likelihood of distortion or misuse. Thus, while the present study was specifically designed to carefully scrutinize a large array of

educational measures for potential racial or ethnic bias, these analyses in no way should be taken as proof, or as an indication, of planned, institutional racism. Quite the contrary, only those programs deeply committed to the advancement of civil and legal rights would allow a thorough and comprehensive study of this important topic using their own institutional data. We are especially grateful to the administration, faculty, and students of CSPP-Berkeley for their support of the current research project. Though disappointed at the many "closed doors" we encountered when attempting to increase our sample size, our naivete concerning the fears of some administrators that our explicit research might result in unintended repercussions is, in retrospect, understandable. Readers are urged, therefore, to recognize the limits of this inquiry and to be cautious in making generalizations. It is hoped that reports such as the present one will stimulate other carefully designed investigations of the difficulties inherent in the assessment of achievement test validity and cultural bias in psychology.

Replication of this research in different settings is important because of the lack of control of two possibly confounding factors in the current study. First, CSPP students must pay a substantial tuition, and this excludes many less wealthy persons (especially minorities) from the samples studied. In more technical language, it is likely that our samples were skewed regarding socioeconomic status (SES) factors. In view of

the large body of research which has shown a positive relationship between SES and intellectual/achievement test scores (e.g., Blau, 1981; Scarr, 1981), it is possible that results would be different given more heterogeneous samples. Second, the minority sample size was very low. Taken together, these factors would make the likelihood of finding differences between groups difficult. Because of these constraints, the probability of Type I error is high, making the significant findings of the current study all the more impressive.

Academic Measures

Regarding the disparities found between minority and nonminority students on the academic measures studied, our results are not surprising considering the large body of previous research in this area. Wilson (1980, 1981), for example, has developed a "late-bloomer" hypothesis to account for the initial underachievement of many minority students in college settings. He postulated that transition issues for minority students who move from one academic institution to another are quite difficult. This may be especially true at CSPP where students are faced with considerable financial pressure requiring many to work while attending school. Further, these students encounter a largely monocultural faculty, often have to struggle with racial/ethnic tensions, and because of the necessity of having to study alone for long periods of time, become isolated from the community.

Powers (1984) has also shown that minority law students typically obtain lower grades in the first year of law school than in their third year of study. Shea and Fullilove (1985) have demonstrated that Black medical school applicants have, on average, less impressive preadmission credentials than do Caucasian applicants. Thus, in many respects, the group differences observed in the present study were not as great as might be predicted.

It was notable that on the idiographic entrance essay and interview variables, minority students generally received higher ratings than did comparison subjects. This finding further strengthens the rationale for the continued use of these data in admissions decisions since they seem to be the least biased of all the educational measures studied.

Perhaps the most startling statistic uncovered in this investigation was the high dropout rate of Black students. That the obtained value of 13% (9 of the 67 students) who have left CSPP-Berkeley since 1981 were Black exceeded all expectation and showed that Black students experience significent stress at the beginning of their graduate education. The relatively low incidence of dropout among the other minority groups reminds us that there are large psychoeducational differences among minority populations and it is best to study their academic achievements and educational experiences separately. Low sample size precluded this in our study, but when possible such an approach seems best,

as exemplified by Powers' (1984) well-planned research. It is important, however, not to allow sample size limitations to inhibit research efforts. Clearly, in this important area, limited data are better than no data, and academic institutions must be encouraged to collaboratively develop ways to share relevant institutional statistics.

Attitudinal Measures

The responses on the Cross-Cultural Training Questionnaire demonstrate the widespread awareness of the problems associated with psychology's monocultural orientation. Among those surveyed, there would be little disagreement with Ridley's (1985) recent observation:

> In sharp contrast to the broader social pluralism, monoculturalism has abounded in the profession . . . . unless these disparities are overcome, the profession will continue to perpetuate outcomes antithetical to both the spirit and the letter of its professional mission. (p. 612)

Yet, despite this knowledge, affirmative action programs in professional schools are declining (Astin, 1982). Today, there seems to be a pervasive sense of apathy which may be the result of the sociopolitical climate of the 80s with its conservatism, lack of interest in social issues, and heightened emphasis on economic values. Educators must, however, be on guard against indiffence to pressing social issues and we urge that proactive steps be taken to prevent future crises. Specifically, it is recommended that Ridley's (1985) ten implementation steps be undertaken for

meaningful program changes. Apparently, psychologists are now ready to adopot a multicultural training philosophy.

The dissimilarities between the Berkeley and Fresno subjects on questionnaire items is anotner result which merits special attention. This could be due to program differences between the two institutions. However, on paper their curricula appear quite similar. Thus, an alternative hypothesis to explain this finding seems worth developing. The fact that a male, Black instructor distributed the questionnaires in his humanities classes could have easily influenced responses to the questions. If such was the case, it would show the potent influence of minority faculty on student sensitivity to cross-cultural issues, regardless of the specific course being taught. The importance of involving minority persons at all levels of the educational system should not be discounted. Assertive minority recruitment efforts are essential, and it follows that doctoral programs must improve procedures to increase the likelihood of greater numbers of minority psychology graduates.

Finally, the language skills of the graduate students studied seemed very weak. Over half of the current sample of 157 persons spoke no foreign language. It seems reasonable to hypothesize that monolingual persons are more likely to develop monocultural biases than are multilingual persons. To appreciate the culture and people of Mexico, for example, one would have to be conversant in the Spanish language. In regard to the latter point, it is

worth noting that California is now becoming a bicultural society with nearly 40% of its residents Hispanic in origin. Por consiguiente, la lengua española es muy importante para las personas que viven en nuestro estado. The virtual lack of knowledge of any Asian language is especially problematic given that Asians are the fastest growing community in the western United States. Particularly under served are monolingual Chinese, Filipino, and Vietnamese clients. Therefore, we reiterate our earlier recommendation that all graduate students in psychology be required to master at least one foreign language. Further, it is hoped that they will travel widely to broaden their cultural perspective.

Experiential Measures

A multimethod approach was adopted to examine the hypotheses of this study. We very much wanted to go beyond the mere collection of numerical values which often fail to convey the complexity and uniqueness of human experience. For example, while two subjects may have chosen the value of "7" in response to the Cross-Cultural Training Questionnaire item concerning monocultural bias at CSPP, virtually nothing is known about these persons' emotional reactions to this potentially dehumanizing condition. Thus, to avoid a simplistic and fragmented study which could easily exacerbate the problem of stereotyping based on phenotypic traits, extensive interviewing was undertaken. In many ways, the

responses of subjects are self-explanatory and do not require further elaboration. They were obviously powerful and intense! Feelings of isolaton, fear, anger, despair, and impatience were common. It is not difficult to empathically experience these emotions. How would you react if faced with the necessity of losing your ethnic-racial identity (an impossible task) in order to become a "psychotherapy machine" which perhaps, by definition, is unauthentic, rigid, and unreal?

In a recent discussion of these interviews with a group of mostly white, third-year students, it was informative to learn that the Caucasian students also experienced these unpleasant emotions in response to the many stresses of graduate school. All spoke of their frequent frustrations, suspicions, and sense of aloofness from CSPP. What became clear as the discussions continued was the attributive differences between minority and nonminority students regarding the causes of their feelings. Often, minority persons experienced what Ridley (1984) has described as "cultural paranoia," a healthy reaction to the history of racism in the United States. Minorities naturally develop a hypersensitivity to racist cues, be they conscious or unconscious. However, to consistently attribute the irritability and dysphoric moods of Caucasians to ethnic or racial bias is an error, given the degree to which these persons are upset and agitated by institutional and personal pressures. In like manner, Caucasians must be aware of these sensitivities and avoid remarks,

etc. that could lead to misunderstandings.

We would like to end this section with a note of caution. It is possible that the interview data were contaminated, to some extent, by interviewer bias, i.e., the interviewer's expectancy that student responses would be negative. This can only be determined through further research performed in diverse settings and using many interview methods. It does not seem possible to avoid interaction between subject responses to interview inquiries and the interviewer's race, age, sex, ethnic group, and professional status. If similar results are obtained by other researchers, the validity of our findings will be strengthened, and appropriate generalizations can be made.

Conclusions

The results of this inquiry are both disturbing and encouraging. There is considerable evidence that bias against minorities exists in academic settings. The results also show an extremely high dropout rate for Black students and impaired achievement test scores and low GPAs for minorities in general. These problems are seemingly the result of an oppressive monocultural orientation in psychology perpetuated by a largely white professional leadership. Yet an increasing recognition of this problem was found coupled with an apparent desire to remediate past deficiencies and initiate program changes to more fully address cross-cultural issues. To assist in the

accomplishment of this goal, we have offered the following suggestions: (a) the awareness and discussion of bias should become more prominent, (b) minorities need to be recruited in greater numbers, (c) psychologists must become more linguistically skilled, (d) cross-cultural curricula ought to be developed and implemented, (e) population validity of achievement measures should be quantitatively assessed, and (f) when feasible, graduate students ought to be allowed to utilize their native language to demonstrate professional competence, especially when their language is one in common use, e.g., Spanish.

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Appendix A

CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, BERKELEY CAMPUS

STUDENT EVALUATION FORM

F W SP 19_____

STUDENT NAME_____ INSTRUCTOR_____

COURSE SERIES/NUMBER_____ TITLE_____ UNITS 0 1 2 3 4

GRADE: _____ CREDIT (pass) _____ NO CREDIT (fail) _____ INCOMPLETE _____ IN PROGRESS _____ WITHDRAWN

COMPETENCY EVALUATION BASED ON: (Circle one or more)

Exam Term Paper Class Discussion Test Battery Interview

Class Presentation Case Presentation Other_____

RATING INSTRUCTIONS: Use this scale to rate the student on the following dimensions.

4 - Outstanding Performance
3 - Satisfactory Performance
2 - Marginal Performance
1 - Unacceptable Performance
NA - Not Applicable

Knowledge, Skills, & Attitude

1.	Demonstrates understanding of material presented	4 3 2 1 NA
2.	Presents oral remarks cogently and lucidly	4 3 2 1 NA
3.	Written material is clear, precise, shows sufficient scholarly sophistication	4 3 2 1 NA
4.	Can translate theoretical material into practical intervention	4 3 2 1 NA
5.	Demonstrates sufficient flexibility to deal with alternative explanatory paradigms and new materials	4 3 2 1 NA
6.	Demonstrates sensitivity to and responsible handling of ethical problems and conflicts in conformity with APA code of ethics	4 3 2 1 NA
7.	Is prepared, contributes and completes assignments on time	4 3 2 1 NA
8.	Attends class regularly	Yes_____ No_____

INSTRUCTOR'S LEVEL OF CONCERN: (for student progress) (1) No Concern (2) Some Concern (3) Serious Concern

Please discuss the student's strengths in your class.

Please discuss areas where student could improve performance.

Students who would like to respond to the evaluation may write their comments on the back of the form and have it entered in their file.

_____ Date

_____ Instructor's Signature

REGISTRAR

****
CSPP USE ONLY
F201 C NC I WD
****

Number Units
1 2 3

Appendix A

CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY
1900 Addison, Berkeley, CA 94704 548-5415

FIELD PLACEMENT EVALUATION FORM
SPRING SEMESTER, 19___

****
CSPP USE ONLY
C NC I WD
****

Number Units
1 2 3 4 5 6

STUDENT NAME_____ FACULTY_____

PLACEMENT_____ PRIMARY SUPERVISOR_____

NUMBER & TITLE OF COURSE _____ YEAR LEVEL_____

Please use the following scale for evaluation of the items below:

"4" Student's professional competence is beyond normal expectations given her/his training and professional experience to date.

"3" Student's professional competence is in keeping with normal expectations given his/her training and professional experience to date.

"2" Student's professional competence is below normal expectations given her/his training and professional experience to date. Continued close supervision and consultation with CSPP field placement faculty is indicated.

"1" Student's professional performance is far below normal expectations given his/her training and professional experience to date. Consultation with CSPP field placement faculty is indicated for specific remediation and careful monitoring of the student's continuation in the program.

"NA" The specific area of evaluation is not applicable to this student and/or agency at the time of this evaluation. Please use the "NA" category only if you do not have sufficient data about a student in a specific competency area at the time of this evaluation.

* * * * * * * * * * * * *

Please rate student performance in each of the following areas:

A. WORK HABITS

1. Student performs expected work responsibly. . . . . 4 3 2 1 NA
2. Student organizes time efficiently and productively . . . 4 3 2 1 NA
3. Student prepares reports accurately and punctually. . . . 4 3 2 1 NA
4. Student sets realistic goals in assuming initiative for developing new projects . . . . . 4 3 2 1 NA

BEST COPY AVAILABLE

BEST COPY AVAILABLE

B. INTERACTION WITH AGENCY/STAFF

1. Student is willing and able to communicate effectively and consult appropriately with co-workers. . . . . 4 3 2 1 NA

2. Student demonstrates ready grasp of and commitment to agency policies and procedures. . . . . 4 3 2 1 NA

3. Student demonstrates interest in and genuine involvement with agency's goals and functions. . . . . 4 3 2 1 NA

4. Student participates actively and responsibly in staff meetings, training seminars and conferences. . . . . 4 3 2 1 NA

C. INTERVENTION SKILLS

1. Student shows competence in administration/interpretation/ use of diagnostic instruments. . . . . 4 3 2 1 NA

2. Student shows an understanding of both intra-psychic and inter-personal dynamics in identifying problem areas . . . 4 3 2 1 NA

3. Student can construct an integrated intervention strategy . . . . . 4 3 2 1 NA

4. Student utilizes intervention techniques appropriate to client needs. . . . . 4 3 2 1 NA

D. USE OF SUPERVISION

1. Student recognizes and openly discusses problem areas with supervisor. . . . . 4 3 2 1 NA

2. Student accepts constructive criticism non-defensively . . 4 3 2 1 NA

3. Student uses supervision appropriately to improve understanding and skills . . . . . 4 3 2 1 NA

4. Student can act independently with minimal supervision within appropriate limits. . . . . 4 3 2 1 NA

E. PROFESSIONAL ISSUES

1. Student demonstrates flexibility in dealing with unsettling material and/or unusual circumstances. . . . . 4 3 2 1 NA

2. Student recognizes and deals responsively with personal strengths and weaknesses as a therapeutic agent. . . . . 4 3 2 1 NA

3. Student demonstrates sensitivity to and responsible handling of ethical issues in accordance with the ethical standards of psychologists . . . . . 4 3 2 1 NA

4. Student demonstrates interpersonal skills (e.g., non-possessive warmth, genuineness, accurate empathetic understanding) in his/her client contacts. . . . . 4 3 2 1 NA

F. ATTENDANCE

Since our students receive credit units for field placement, we need your verification that this student has met her/his obligations to work in your agency the required hours agreed upon in the Field Placement Contract.

Please check ( ) the appropriate choice below:

1. The student has worked his/her contracted hours . . . . . .
2. The student has missed certain hours but has made them up satisfactorily in the following manner:_____
   _____ . . .
3. The student has not worked his/her contracted hours . . . . . .

G. SPECIFIC COMMENTS REGARDING STUDENT PERFORMANCE

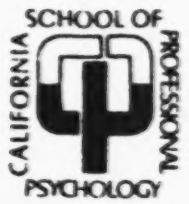
1. Please specifically describe the student's progress since your last evaluation (if previously evaluated).

2. Please list any skills or areas in which the student needs additional professional development and/or experience: include recommendations for development.

PRIMARY SUPERVISOR'S SIGNATURE_____DATE_____

STUDENT'S SIGNATURE_____DATE_____

/jj
5/83



California School of Professional Psychology
1900 Addison Street, Berkeley, CA 94704
548-5415

February 27, 1986

Dear Student,

Do you feel the CSPP-Berkeley curriculum is preparing you to practice effectively with clients from culturally and racially diverse populations? This question is of great importance for those who will be engaged in the practice of professional psychology in the United States, and especially for those who intend to practice in the ethnically multifarious state of California. Indeed, the APA Council of Representatives has recently passed the following resolution:

> " . . . all psychology departments and schools should assure their students receive preparation to function in a multicultural and multiracial society."

Therefore, attention to these issues in our curriculum is not only desirable but mandatory.

This is the rationale for my request that you take a few minutes to evaluate CSPP-B's curriculum regarding racial, ethnic, and cross-cultural factors that affect your professional practice. Of course, if you do not wish to respond to my questionnaire, you do not have to do so. However, I would greatly appreciate your participation in this small independent research project. If you would like to meet with me personally to discuss any of the issues raised in the questionnaire, please feel free to do so.

When you have completed the attached questionnaire, please return it to my mailbox in the lobby. Do <u>not</u> put your name on the questionnaire.

Again, many thanks for your attention to this matter.

Sincerely yours,

Christopher D. Tori

Christopher D. Tori, Ph.D.
Core Faculty

CDT/lb

Cross-Cultural Training Experience Questionnaire

Part I: Demographic Information

1. What is your current year level at CSPP-B? _____

2. Are you under 30? _____ Over 30? _____

3. Are you male or female? _____

4. What is your race? _____

   Caucasian
   Black
   Asian
   Polynesian
   Racially mixed

5. With which ethnic-cultural group do you primarily identify? _____

   North American, English speaking
   Hispanic
   Mideastern
   African
   Asian (specify)
   Other (specify)

Part II: Please circle the value that reflects your opinion on each of the questions given below.

1. Do you believe persons from different cultures possess significantly different norms concerning everyday interpersonal reactions?

   No, Not at All — Somewhat True — Yes, Definitely

   1 2 3 4 5 6 7

2. What influences do sociocultural factors have in the assessment of psychopathology?

   None — Moderate Influence — Very Influential

   1 2 3 4 5 6 7

3. How important are sociocultural and racial factors in the development of the "therapeutic alliance?"

   Not Important — Moderately Important — Very Important

   1 2 3 4 5 6 7

4. Do you believe ethnic and racial factors catalyze and directly influence psychotherapeutic outcome?

No			Somewhat			Very Much
1	2	3	4	5	6	7

5. Regarding cross-cultural training here at CSPP-B, have you received current, accurate and scholarly information regarding factual differences between different cultures?

No			Somewhat			Very Much
1	2	3	4	5	6	7

6. At CSPP-B, are social behaviors examined from a multicultural perspective?

No			Somewhat			Very Much
1	2	3	4	5	6	7

7. Have your instructors given you an understanding of which behavioral change methods are more useful or less useful in other cultures?

Not at All			Somewhat			Very Much
1	2	3	4	5	6	7

8. Do you have adequate opportunities for interaction with persons of other cultures and races here at CSPP-B?

No			Somewhat			Yes
1	2	3	4	5	6	7

9. Are minority groups (racial, ethnic, sexual, etc.) stereotyped in the CSPP-B curriculum?

Yes			Somewhat			No
1	2	3	4	5	6	7

Which group(s) is stereotyped most frequently?

_____

10. Do you believe there is a monocultural bias in the manner in which psychology is generally taught in the United States?

No, Not at All			Somewhat			Yes, Very Much So
1	2	3	4	5	6	7

11. Is there a monocultural bias in the curriculum at CSPP-B?

No — Somewhat — Yes

1 2 3 4 5 6 7

12. Do you feel cross-cultural and ethnic minority studies have become a fringe interest followed by only a small set of devotees at CSPP-B?

Yes — Somewhat True — No

1 2 3 4 5 6 7

13. Do you believe CSPP-B has an overall multicultural training philosophy?

No — Somewhat — Yes

1 2 3 4 5 6 7

14. Are you now providing, or have you in the past provided, psychological services for members of different ethnic/cultural groups?

No — A Few Clients — Many Clients

1 2 3 4 5 6 7

15. Are you now providing, or have you in the past provided, psychological services for persons of a different race than yourself?

No — A Few Clients — Many Clients

1 2 3 4 5 6 7

16. Do you consider yourself:

Basically Monocultural — Bicultural — Multicultural

1 2 3 4 5 6 7

17. What foreign languages do you speak "reasonably" well?

18. Given that the clients presenting problem(s) are within your area(s) of expertise, do you currently feel competent to provide psychological services for:

a. Hispanic persons who speak English well.

No			Somewhat			Yes
1	2	3	4	5	6	7

b. Hispanic persons who speak English only moderately well.

No			Somewhat			Yes
1	2	3	4	5	6	7

c. Black persons of high SES.

No			Somewhat			Yes
1	2	3	4	5	6	7

d. Black persons of low SES.

No			Somewhat			Yes
1	2	3	4	5	6	7

e. Asian-Americans.

No			Somewhat			Yes
1	2	3	4	5	6	7

f. Foreign-born Asian persons who only speak English moderately well.

No			Somewhat			Yes
1	2	3	4	5	6	7

g. American Indians.

No			Somewhat			Yes
1	2	3	4	5	6	7

h. Those of Islamic cultures.

No			Somewhat			Yes
1	2	3	4	5	6	7

18. (Cont'd)

i. Polynesian persons.

No			Somewhat			Yes
1	2	3	4	5	6	7

j. Very poor Caucasian Americans.

No			Somewhat			Yes
1	2	3	4	5	6	7

k. Very wealthy Caucasian Americans.

No			Somewhat			Yes
1	2	3	4	5	6	7

l. Specify any other groups of persons of a different culture or race than yourself for who you feel competent to provide direct psychosocial services.

_____

_____

19. Is there a gender bias in CSPP-B's curriculum?

No			Some			Yes
1	2	3	4	5	6	7

20. Is there a "sexual preference" bias in CSPP-B's curriculum?

No			Some			Yes
1	2	3	4	5	6	7

21. Do you believe there are "universal" psychological variables, i.e., those that are NOT influenced by sociocultural or racial factors?

No, None			A Few			Many
1	2	3	4	5	6	7

22. What are some of these "pan-human," "universal," or "culturally and racially free" variables?

_____

_____

23. Do you have any specific suggestions that might help to improve or broaden the multicultural training provided at CSPP-B? Please comment below.

_____

_____

_____

_____

_____

_____

24. Are there any additional comments you would like to make?

_____

_____

_____

_____

Thank you very much for your time and thought regarding these important issues. Your feedback is greatly appreciated.

Appendix C

Minority Students at CSPP-B: Phenomenological Information

1. Describe your interactions with people from different cultures and races here at CSPP-B.

2. How do you think people in general at CSPP-B interact with different racial and ethnic groups?

3. Have you experienced events that have had racial overtones?

4. Do you feel that CSPP-B's faculty/administration/students have hostility and/or racial bias towards minority persons?

5. What do you think of this proposition? "At CSPP-B there are many pseudoliberals. Such persons will be insulted if confronted about their racism, although their actions may seem racist."

6. What is your opinion regarding the "rumor" that minority students have been rejected because of APA pressures?

7. When you deal with administration/faculty about personal or academic issues, do you trust them?

8. Do Caucasians get upset and defensive when someone speaks a language other than English?

9. Do you think students with an accent (Black/Asian/Hispanic) are stereotyped? Considered less intelligent?

10. Do you think that the comprehensive examination accurately measures the knowledge of minority students?

11. Do you think there is more psychological stress and amount of work for minority students than Caucasian students regarding comprehensive examination preparation?

12. In general, how satisfied do you feel at CSPP-B?

13. Has the high dropout rate of minority students affected you?

14. Do you feel that minority students are harassed at CSPP-B if they are outspoken?

15. Do you get sufficient support from faculty, staff, and administration?

16. Do you feel free and accepted if you act the way you are (linguistically, culturally, emotionally)?

17. Do you think that minority students find it more difficult to get a Ph.D. from CSPP-B than do nonminority students?

18. What are the solutions to these problems? What has been done and what should be done?

19. What are your biases? Please tell me about them.

20. Would you like to say anything else? Please feel free to do so.

Thank you very much!